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ABSTRACT

The resource unit prepares seventh through twelfth grade students for peace, helping them to develop an interest in peace, to realize that it is possible, and to recognize their future role in peacekeeping. Activities are included which help the student understand and assess his own and others' attitudes and beliefs toward peace; examine the social, economic, and political reasons for war; analyze human and environmental problems resulting from war; investigate the aims of the national and international organizations for peace; identify world problems; evaluate the communications media's role in peace; examine alternative ways of conflict resolution; and enumerate ways to participate in the quest for peace. The teacher may use the total guide or select certain activities. A framework for each of nine major sections consists of the major objectives, main concept, notes to the teacher which include resources, and activities for the students. A bibliography is given along with an appendix listing organizations working for peace. (SJM)

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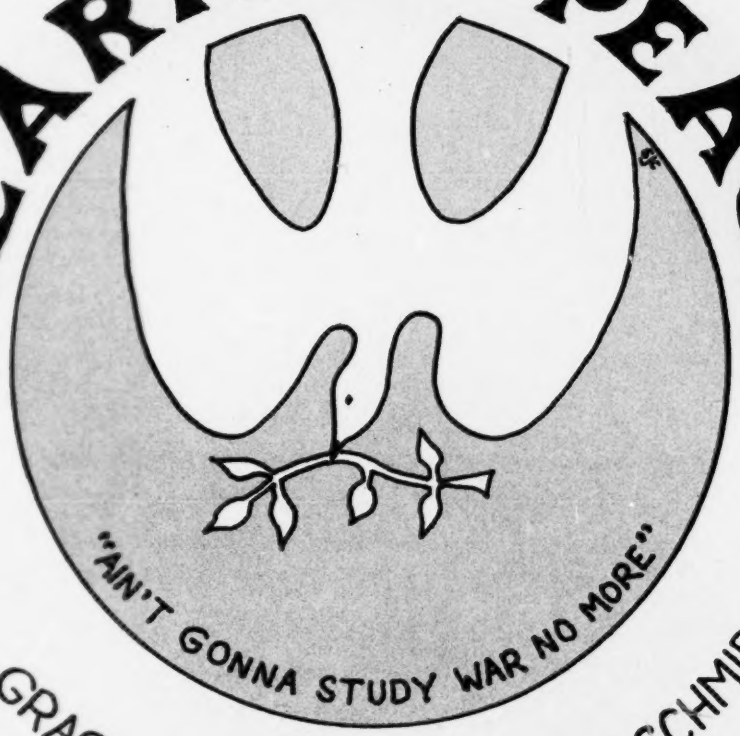
LEARNING PEACE



by GRACE C. ABRAMS and FRAN SCHMIDT

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LEARNING PEACE

A RESOURCE UNIT

by

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To the new generation who "ain't gonna study war no more"

from those of us who worked endlessly to bring this about.

LEARNING PEACE

PREFACE

Norman Cousins has made the accusation that people are not educated to wage peace, "that we are not prepared educationally, emotionally, and spiritually for the important job that faces us, which is how to create a lasting design for peace."

What better way to defend ourselves against such an accusation than by getting on with the job of educating "emotionally and spiritually" our young people for the biggest job facing them, the business of peace?

This resource unit is intended to help the teacher in grades 7-12 teach <u>about</u> and <u>for</u> peace. It is intended to help the student develop an interest in peace and perhaps help him come to the realization that peace <u>is</u> possible in his day and that he can contribute to that goal.

We realize that students (and teachers) may differ greatly in their approach to this material and have tried, therefore, to offer a broad choice of projects. Any one, or several, might be worked into an existing social studies course, if an entire course based on the unit is not feasible.

The horror of present wars and the threats of future wars shock us into the realization that the time is <u>now</u> to teach for and about peace, to educate our students to "wage peace."

Grace C. Abrams
Fran C. Schmidt

CONTENTS

I. Assessment by Student of his Personal Attitudes Relating to Peace and an Inquiry into the Beliefs and Experiences of Others 1

II. Examination of the Social, Economic, and Political Reasons for War 8

III. Analysis of Breakdowns in World Peace in this Century and Resultant Human and Environmental Problems 13

IV. Investigation of 20th Century International Organizations Engaged in Peace-Keeping or Peace Education and Assessment of their Effectiveness 17

V. Identification of World Problems Affecting all Nations and Assessment of Efforts Being Made to Solve Them 22

VI. Comparison of the Aims and Purposes of Certain Groups and Institutions and Assessment of their Effectiveness in Working and Educating for Peace 24

VII. Investigation and Evaluation of the Communications Media and their Role in Educating for Peace 26

VIII. Investigation of Alternatives to War as Means of Settling Conflict 31

IX. Ways in Which an Individual can Participate in the Quest for Peace 35

Appendix 42

5

I. MAJOR OBJECTIVE: ASSESSMENT BY STUDENT OF HIS PERSONAL ATTITUDES RELATING TO PEACE AND AND INQUIRY INTO THE BELIEFS AND EXPERIENCES OF OTHERS

MAIN CONCEPT: Understanding of attitudes and beliefs of self and others is first step in learning peace.

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
You may want to have the student record his attitudes and understandings at this time, collect them, and return them at the end of the unit so that the student can compare his early and later viewpoints.	1. General discussion (a) What does the word "peace" mean? (b) What does the word "war" mean? (c) Why has peace been so elusive to man? (d) Has man really made the effort to keep peace? (e) What conditions or factors might be responsible for the absence of peace?
Motivate the students to take pride in the work they do for their PEACE NOTES. The students may want to share their PEACE NOTES with each other, other classes, etc.	2. Compile a notebook called PEACE NOTES. Include the following: (a) cartoons dealing with peace (b) newspaper and magazine articles dealing with peaceful attempts to resolve conflict (c) biographical sketches of individuals and organizations working for peace (d) list of movies and songs dealing with peace (e) literature dealing with peace (stories, poems, fables, etc.) (f) creative art work (g) any other material useful to your own needs

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
Encourage the students to exchange their experiences and feelings in an open and free atmosphere.	3. React to the following questions (orally or by essay): (a) How are disputes settled in your family? 1. between children 2. between parents (b) How are disputes settled between you and your friends? (c) How are disputes settled between you and a person in authority? (d) Can you remember an incident which made you so angry you used violence? Could that dispute have been settled any other way? (e) Are there kinds of disputes that can only be settled by violence? (f) Did you ever act as a "peacemaker"? Do you remember the incident? (g) What would happen if everyone resorted to violence to settle disputes?
It is important to stress the concept that most conflicts <u>are</u> resolved peacefully.	4. Speculate on the following: What could be some of the consequences to the individual family and the community they live in if the family could not resolve conflicts peacefully?
If students are not knowledgeable as to available community facilities, have them investigate existing agencies such as courts; Human Relations Council; arbitration boards; committees specially appointed by the mayor or by the school principal.	5. Exchange of information: What facilities are available in your community to help individuals and families resolve conflict? What facilities are available in your school to he students resolve conflicts?

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
You may want students to write their adjectives on the board.	6. A. Using as many adjectives as possible, describe your feelings when you saw violence used to settle a dispute in a TV show, a movie, or on the TV news. B. Are your feelings toward violence different when they relate to: (a) fictionalized situations (b) "for real" situations.
Have a student write the quotation on the board. MINUTES Magazine Nationwide Insurance 246 N. High St. Columbus, Ohio 43216	7. Utilizing the following quotation, speculate as to why man has failed to live in peace with his fellow man: "PEACE, it's wonderful. And rare. So rare, in fact, that since the beginning of recorded time . . . the world has only been at peace about 8% of the time. That would be 286 out of the last 3,525 years." (from MINUTES, February 1968)
Provide class time for presentation of findings as students are ready.	8. Formulate a hypothesis (provisional conjecture to guide investigation) on the topic: "Why Nations Go to War" Begin research to substantiate or reject your hypothesis.
	9. General open discussion on the following questions: (a) Why war? Is conflict built into man's very nature? (b) Is aggression learned? (c) Is the stereotype of males as aggressive and females as passive justified?

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
Stress the following concept: In some cultures, people have not learned aggressive behavior patterns. If the student fails to do so, point out the fact that the Eskimos have no word for "war." Provide library research time. Sources: READ Magazine (AEP) December 15, 1969 MAJOR CONCEPTS FOR SOCIAL STUDIES Social Studies Curriculum Center 409 Maxwell Hall, Syracuse, N.Y. 13210	10. Investigate the resolution of conflict in such cultures as: (a) Zuni (b) Eskimo (c) Ifugao (d) Kwakiutl (e) Dobu (f) Hopi (g) others Consider such factors as: (a) family life (b) means of punishment (c) aesthetic values (d) competition or cooperation (e) education (f) recreation What socio-economic factors have shaped their behavior?
If necessary, review or introduce the terms "learned behavior" and "instinctive or inborn behavior."	11. Bring in statements made by sociologists, anthropologists, and other social scientists agreeing or disagreeing with the philosophy that man is not instinctively aggressive, that his "war-like" behavior is learned.
Read the quotation to the class, or duplicate. Student may want to include this quotation in his PEACE NOTES.	12. Class discussion: "First of all, we must get over the thought that war is a 'natural' phenomenon, when it is in truth a disease of mankind. In earlier eras it was thought that cannibalism was 'natural;' later, it was believed that slavery was 'natural.' Both these practices have been abandoned in the world, and there is no rational reason that war cannot be repudiated by the mass of mankind." Sydney J. Harris syndicated columnist

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
If necessary, review or introduce the vocabulary needed for this activity. Suggest students read Thoreau's essay "On Civil Disobedience."	13. A. Assess personal attitudes in written form on the following: (a) young men who leave the country rather than go into the army (b) conscientious objectors to war (c) veterans who throw their medals away (d) young men who burn their draft cards (e) individuals who burn draft records (f) pacifists who believe that no human being has the right to take another's life (g) individuals who counsel young men to resist the draft (h) individuals who refuse to pay taxes for war (i) individuals who agitate against war (j) the selling of war toys (k) individuals who "fast" for peace (l) individuals who "march" for peace (m) amnesty for draft resisters B. Answer the following: (a) Which of the above actions would I personally commit myself to? (b) Am I a PEACENIK? (c) How did the ideas I hold develop?
	14. Conduct the same (or similar) attitude poll of friends, neighbors, and family. Compare their views with yours.
	15. Try to obtain a copy of the Gallup Poll, conducted in June, 1971, which found 46% of the American people interviewed believes "warfare is outmoded." What else did the poll find?

NOTES TO TEACHER

ACTIVITIES FOR STUDENT

16. Take a poll in your school to find out whether students believe that war is an outmoded way of settling differences between nations.

    Compare your findings with the finding of the national poll for the same age group.

17. Write or discuss your reactions to the following quotations:

Duplicate these quotations so that the student may include them in his PEACE NOTES.

(a) "Peace is not a static condition,
to be attained after the
defeat of those who disturb it.
On the contrary, peace is a dynamic method. . ."
Rufus M. Jones

(b) "I prefer the most unfair peace to the most righteous war."
Marcus Tullius Cicero
104-43 B.C., Roman orator and statesman

(c) "Wars occur because people prepare for conflict, rather than for peace."
Trygve Lie
first Secretary General of the UN

(d) "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be reconstructed."
Constitution of UNESCO

(e) "Peace is better than war because in peace the sons bury their fathers, but in war, the fathers bury their sons. . ."
Croesus

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
Encourage the students to collect and share other interesting quotations about peace.	(f) "The enemy's name is cruelty The enemy's name is no conscience Its name is hatred; its name is bitterness It's a group of phantoms. . ." Vietnamese children's song
Meredith Separator Co. 310 W. 9th St. Kansas City, Mo. 64105 has a booklet listing the word "peace" in many languages.	18. Find the word "peace" in as many foreign languages as possible. (a) Illustrate the word with a picture representing the country of the language. (b) Draw a cartoon. (e) Design a holiday greeting. (c) Paint a picture. (f) Compose a song. (d) Design a poster. (g) Perform a skit.
A list of names and addresses will be found in the Appendix. Recommended: TO END WAR by Robert Pickus and Robert Waite (a bibliography of ideas, books, organizations dedicated to ending war; contains an extensive set of resources for practical action; from Social Studies School Service Culver City, California $1.95)	19. Write to several organizations educating and working for peace. Ask for information and materials that will explain their goals and purposes.

II. MAJOR OBJECTIVE: EXAMINATION OF THE SOCIAL, ECONOMIC, AND POLITICAL REASONS FOR WAR

MAIN CONCEPT: War is the result of many interrelated factors.

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
Encourage the student to add these words to his PEACE NOTES.	1. Define and relate as possible causes for war the following: (a) nationalism (b) trade barriers (c) imperialism (d) ideological differences (e) poverty (f) illiteracy (g) aggression (h) "have and have-not" nations (i) developing nations (j) Balance of power (k) profits (l) markets (m) militarism
Provide library research periods. The class can be divided into groups to research one of the wars, investigating the political, economic, and social causes for that specific war.	2. A. Research the political, economic, and social reasons for the following wars (by groups): (a) Revolutionary War (b) War of 1812 (c) Civil War (d) Spanish-American War (e) World War I (f) World War II (g) Korean War (h) Vietnam (SE Asia) (i) India-Pakistan B. Appoint a committee to analyze the research findings as to social, economic, and political causes for war; duplicate the analysis for class use.
Duplicate an outline map of the world for each student. Materials that will be helpful to the student: a. N.Y. TIMES ENCYCLOPEDIC ALMANAC	3. Show visually, by the use of world outline maps, the following: (a) distribution of population by countries (b) per capita income by countries (c) natural resources

NOTES TO TEACHER

ACTIVITIES FOR STUDENT

b. PROFILE OF THE UNDERDEVELOPED WORLD (from the UN booklet)

c. THAT NO MAN SHALL KNOW HUNGER
(Public Affairs pamphlet #304)
Public Affairs Pamphlets
381 Park Avenue South
New York, N.Y. 10016

(d) climate and topography
(e) "have" nations
(f) literacy rate

Generalize about the economic conditions of different parts of the world from your data.

4. A. Discuss the following quotation:
"I have said and would like to repeat that the present division of the world into rich countries and poor countries is, in my opinion, much more real and much more serious and ultimately much more explosive than the division of the world on ideological grounds."
U Thant
former Secretary General, UN

B. Share ideas on how the gap between the rich and poor nations can be narrowed.

Recommended for Teacher:

WAR AND PEACE (a collection of 360 titles on the subject)
Garland Publishing, Inc.
24 W. 45th St.
New York, N.Y. 10036

5. A. As an on-going research project, investigate the conditions in the world today that are detrimental to world order and world peace. Some examples might include:
(a) world population problem and all its implications
(b) militarism and military build-ups
(c) lack of understanding of different economic and political systems
(d) restrictive trade barriers and unfair trade practices
(e) scramble for world resources
(f) nationalism
(g) imperialism

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
	B. Utilizing library materials from the UN, specifically UNESCO COURIER, WORLD HEALTH, and VISTA and other current periodicals, identify some of the efforts being made to narrow the gap between the rich and poor nations; and identify cooperative endeavors aimed at alleviating some of the abrasive conditions which could cause conflict.
The filmstrip/record NATIONALISM, in two parts, can be obtained from Guidance Associates Pleasantville, N.Y. Teacher's guide included. Try to obtain a copy of WORLD WEEK (Scholastic), September 14, 1970 "Nationalism, Wave a Flag or Shake a Fist?"	6. A. View the filmstrip NATIONALISM. B. Draw up a chart listing the pros and cons of nationalism. C. Share the pros and cons with your classmates.
Duplicate the quotations for class distribution. Student may want to keep in his PEACE NOTES.	7. Discuss the following quotations: (a) "Nationalism is an infantile disease. It is the measles of mankind." (b) "I believe Nationalism is individualism. Nationalism is self-interest, born of pride. Nationalism is the higher aspirations of nations towards the attainment of their greater goals." J. C. Delaplain Executive of Willys-Overland Export Co.

NOTES TO TEACHER

ACTIVITIES FOR STUDENT

(c) "Until the nations are willing to give up some of their external authority — just as cities give up some to the states and states to the nation — there is no way to resolve national disputes except by force and violence."

Sydney J. Harris
syndicated columnist

Sources of information:

a. MILITARY-INDUSTRIAL COMPLEX
by Sidney Lens, Pilgrim Press, Philadelphia, Pa.
b. PENTAGON CAPITALISM
by Seymour Melman, McGraw-Hill
c. THE PENTAGON PROPAGANDA MACHINE
by Senator William Fulbright
Vintage paperback

Students can show their statistics in a pie-shaped diagram or other chart and graph forms.

8. A. Research, by committees, weapons developed and used in wars during the twentieth century.

B. Costs of developing and maintaining arms build-up (by major nations)

C. Costs of wars (to major nations)

D. Percentage of Gross National Product (GNP) used for the military, cost to individuals in specific terms (major nations).
(For example, what has the war in Vietnam cost each person in the U. S. ?)

E. Cost of killing a man in different wars during the twentieth century.

Read the quotation to the class.

Helpful source: KILL AND OVERKILL, The Strategy of Annihilation, by Ralph Lapp, Basic Books, New York, 1962.

9. A. Discuss the following quotation:

"We are still making bombs and the bombs are making hate and suspicion. We are keeping secrets and secrets breed distrust. While we distrust Russia's

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
	secrecy and she distrusts ours, we walk together to certain doom." Albert Einstein
	B. Einstein and others have stated that we live in an age of "overkill" (enough bombs to blow the world up ten times). Discuss the question: What makes nations continue to produce and stockpile weapons when they have enough to overkill?
The filmstrip DISARMAMENT can be obtained from N.Y. Times Educational Services, or Educational Audio-Visual, 1 Claremont Ave., Thornwood, N.Y.	10. View the filmstrip DISARMAMENT: THE QUEST FOR PEACE. Follow with class discussion.
	11. Write to PEACE EDUCATION PROGRAM American Friends Service Committee 160 N. 15th St., Philadelphia, Pa. for materials on Disarmament and Peace.
	12. Creatively portray through the use of cartoons, poems, lyrics, or aphorisms the economic, social, and political causes for war.
Helpful source: KILL FOR PEACE? by Richard McSorley Corpus Books, 1970	13. Write an essay to support or de-bunk the following aphorism: IF YOU WANT PEACE, PREPARE FOR WAR.

III. MAJOR OBJECTIVE: ANALYSIS OF BREAKDOWNS IN WORLD PEACE IN THIS CENTURY AND RESULTANT HUMAN AND ENVIRONMENTAL PROBLEMS

MAIN CONCEPTS: War creates incalculable human misery and suffering.
Man is destroying his planet with his own weapons.

NOTES TO TEACHER

ACTIVITIES FOR STUDENT

The film is available from Princeton Film Center. Film is 20 minutes long, is a dramatic record of what happens to civilians caught in the fury of modern warfare and what nations can do to prevent suffering caused by war.

1. View the film: THE PALE HORSEMAN.

   Discuss the effects of modern warfare on civilians.

Provide library research period.

2. A. Research and gather information about the following conflicts:
   (a) World Wars I and II
   (b) North and South Korea
   (c) East and West Pakistan (Bangla Desh)
   (d) Middle East (Arab-Israel)
   (e) Nigeria-Biafra
   (f) Vietnam (Southeast Asia)

The chart should be duplicated and distributed to the students.

B. A committee should pool the information gathered and place it on the following chart:

Conflict	Reasons	How Resolved	Cost of War
(a) who (b) when (c) where			(a) dollars (b) human misery (c) casualties: military and civilian (d) environment

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
	C. After analyzing the information on the chart, discuss the following questions: (a) Were there any similarities in the reasons for the conflicts? (b) Could the conflicts have been avoided? How? (c) What was (is) world opinion regarding these conflicts? (d) Are there any "winners" in a war? (e) What has happened to the "losers"? What is their status as nations today?
Sources for this activity could be reports on refugees from the United Nations; current periodicals such as NEWSWEEK, August 2, 1971, "Murder of a People" (refugees from East Pakistan).	3. A. Research the plight of refugees in today's world: (a) Arab countries (b) Pakistan (c) Vietnam (d) Cambodia and Laos B. Through a skit, drawing, poem or story, dramatize the plight of refugees living in a refugee camp, showing (a) the psychological impact of homelessness (b) the living conditions in most refugee camps. C. Collect pictures of refugees and construct a collage or poster. D. Distinguish between the situation of refugees made homeless by a natural disaster and those made homeless by war.
Show NARMIC slides about Vietnam, "Automated Air War," with script, from American Friends Service Committee.	4. Bring in recent articles or photographs which vividly portray the effects of war on people in terms of human misery.

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
From the U. S. Committee for UNICEF 331 E. 38th St., New York 10016 two records: CHILDREN'S PLEA FOR PEACE LET THERE BE PEACE ON EARTH	5. Write poetry, lyrics, short stories, or draw pictures depicting the horrors of war.
	6. Read one of the following books which vividly portray the impact of war on human beings: The Night Hamburg Died, Martin Caiden Hiroshima Diary, Michihiko Hachiya Johnny Got His Gun, Dalton Trumbo One Day for Peace, Alexander Crosby On the Beach, Nevil Shute Catch-22, Joseph Heller Select your own method of presenting your book report.
Films are available: a. CHILDREN... from Brandon Films b. OVERTURE from Contemporary Films (9 min., effects of war with music of Beethoven as background) c. A PLAGUE... from Time-Life	7. View one of the following films: a. CHILDREN OF HIROSHIMA b. OVERTURE c. A PLAGUE ON YOUR CHILDREN
Excellent source: THE LIMITS OF WAR AEP Publications Columbus, Ohio 43216 (40¢)	8. Research the effects of nuclear fall-out on people and the environment. Share your findings with the class.

NOTES TO TEACHER

ACTIVITIES FOR STUDENT

Sources:

1. LOOK Magazine
   April 6, 1971
   "Silent Vietnam"

2. NATURAL HISTORY
   March 1971
   "Ecocide in Indo-China"

9. A. Describe the damage to the environment caused by:

   (a) nuclear bombs
   (b) herbicides and chemical warfare weapons.

   B. What does ecocide mean?
   What could happen if many nations became victims of ecocide?

IV. MAJOR OBJECTIVE: INVESTIGATION OF 20th CENTURY INTERNATIONAL ORGANIZATIONS ENGAGED IN PEACE-KEEPING OR PEACE EDUCATION, AND ASSESSMENT OF THEIR EFFECTIVENESS

MAIN CONCEPT: The dream of peace in the world is a uniting force among nations.

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
Recommended for student: PEACE AND WAR — MAN-MADE by Tom Galt, Beacon Press. (story of mankind's efforts to resolve conflict by peaceable means)	1. A. General discussion on the proposition that nations need to interact and cooperate with one another in this nuclear age. B. How has man tried to fulfill this proposition in the 20th century?
	2. Appoint committees to research the history, successes, and failures of the LEAGUE OF NATIONS. Share research with class, utilizing filmstrips, graphs, maps, charts, and other audio-visual techniques.
ORGANIZATIONS AMONG NATIONS AEP unit book from Xerox Corporation, AEP Publications, 55 High St., Middletown, Conn. 06457 The chapter "1936: A Threatened Nation Calls for Help" (League of Nations) covers problems that beset the League.	3. Read pages 11-20 of ORGANIZATIONS AMONG NATIONS (AEP unit book) and discuss questions posed by the chapter.

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
Student will need time for library research.	4. A. Research the origin, history, and efforts of the UN. B. How effective do you feel it has been as a force for world peace? C. How could it become more effective?
Filmstrip is available from the United Nations, New York. However, any film or filmstrip on the workings of the UN will do.	5. View the filmstrip: PEACEKEEPING: UNITED NATIONS BUSINESS Discuss ideas presented.
	6. A. Become acquainted with several of the UN publications: (a) WORLD HEALTH (b) UNESCO COURIER (c) VISTA (d) UNICEF publications B. Evaluate the magazines as to their effectiveness in helping to promote world understanding and peace.
Available from UN Office of Public Information, United Nations, New York, a booklet entitled: THE UNITED NATIONS and What You Should Know About It, 40¢ and from Scholastic Book Services, ARROW BOOK OF THE UNITED NATIONS by Lavinia Dobler, 40¢	7. A. List the specialized agencies of the United Nations and research their functions, and cite evidence of their accomplishments. B. Why did UNICEF receive the Nobel Peace Prize?

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
	8. Committee should write for materials for exhibition in the classroom: (a) United Nations UN Plaza New York, N.Y. 10017 (b) U. S. Committee for UNICEF 331 E. 38th St. New York, N.Y. 10016 (c) The UN Assn. of the USA 833 United Nations Plaza New York, N.Y., 10017
	9. A. Research the total U. S. contribution to the United Nations in 1969 and 1970. B. Compare the cost to the budget of your local community.
	10. Take a field trip to the United Nations. Try to sit in on a General Assembly session.
	11. Invite local representatives of the UN organization, or those engaged in United Nations work in other countries, to speak to the class about different aspects of the UN.
A steering committee should be appointed to work out the mechanics.	12. Select a current world problem that you would like to discuss in a mock session of the General Assembly of the United Nations. Examples of topics: (a) The UN Charter should be revised to provide for a federal organization of nations. (b) The oceans' resources should be controlled by the United Nations.

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
	(c) World pollution problems should be under the jurisdiction of a world court. (d) Nations must relinquish more of their national sovereignty to a world organization.
One source: VITAL ISSUES Center for Information on America Washington, Conn. "World Court" No. 6	13. A. Research the history and effectiveness of the WORLD COURT. B. Why has the acceptance of compulsory jurisdiction been so difficult for nations to achieve?
Perhaps the format of the poll could be a teacher-student activity.	14. A. Conduct a public opinion poll re: What do Americans think about the United Nations? Questions that could be asked: (a) How important do you think it is that the U.S. help make the UN a success? (b) How would you rate the job the UN is doing for world peace? (c) Do you feel that the UN has any hope of being an effective organization for peace? (d) Are you familiar with the work of related UN agencies? (e) Others. B. A committee should analyze the findings of the poll and share information with the class.
	15. Research recent national polls such as Gallup and Harris polls to determine how the public feels about the United Nations.

NOTES TO TEACHER

Encourage students to cite specifics to back up opinions.

Recommended teacher and student materials:

DIPLOMACY AND INTERNATIONAL LAW
AEP unit book from
Xerox Corp. AEP Publ.
55 High St.
Middletown, Conn. 06457

THE HOUSE THAT PEACE BUILT — THE UNITED NATIONS
Public Affairs Pamphlet No. 365 from:
Public Affairs Pamphlets
381 Park Ave. South
New York, N.Y. 10016

ACTIVITIES FOR STUDENT

16. A. React to the following quotation:

"What makes the actual situation so difficult is the fact that too many interests are working against peace. Those who believe that the suppression of war may affect adversely their material interests are against us. The metallurgists, the manufacturers of armaments and munitions, etc., are working against the League of Nations, against the pact of Paris, and they support with their money press campaigns which, at every turn, hinder our efforts . . . The pens which write against Disarmament are made with the same steel from which guns are made."

Aristide Briand, French statesman
Nobel Prize winner, 1926

B. Discuss the following questions:

(a) Do you believe that individuals (special interest groups) can deliberately work against efforts to keep the peace? Why?
(b) Do you believe that greed and profit are important factors in any analysis of man's inability to keep peace?
(c) Why was the League of Nations a failure?
(d) Despite the many difficulties, has the UN been effective as a force for peace?

V. MAJOR OBJECTIVE: IDENTIFICATION OF WORLD PROBLEMS AFFECTING ALL NATIONS AND ASSESSMENT OF EFFORTS BEING MADE TO SOLVE THEM

MAIN CONCEPT: Global partnership is needed if man and his planet are to survive.

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
	1. According to Robert M. Hutchins, Chairman of the Center for the Study of Democratic Institutions, every problem is a world problem — there is a world military problem, and a world health problem, a world pollution problem, a world population problem, etc. He believes that any emphasis on local political boundaries and local political power is obsolete and outdated. Do you agree or disagree with Mr. Hutchins' philosophy? Why or why not?
As the student responds, write answers on the board.	2. A. Hypothetically speaking, if war ended today all over the world, what would be the universal problems that need to be solved by all nations? B. Place in order of priority the most pressing world problems.
Duplicate the statement made by U Thant and distribute to students.	3. A. Read the statement: "I do not wish to seem overdramatic, but I can only conclude from the information that is available to me. . . that the members of the UN have perhaps ten years left in which to subordinate their ancient quarrels and launch a global partnership to curb the arms race, to improve the human environment, to defuse the population explosion, and to supply the required momentum to development efforts. If such a global partnership is not forged within the next decade, then I very much fear that the problems I have mentioned will have reached such

NOTES TO TEACHER

ACTIVITIES FOR STUDENT

staggering proportions that they will be beyond our capacity to control."

B. Discuss U Thant's warning. Are his fears warranted?

C. Predict what will happen by 1980 if a global partnership is not forged, or if a global partnership is forged. For example:

The world in 1980 after 10 years of cooperation	The world in 1980 after 10 years of conflict and lack of cooperation
(a) on the way to sufficient protein for all	(a) collapse of UN predicted
(b) military budgets cut in most nations — money used for development projects	(b) further decline of cities; fewer services; cuts in funds for education, health, etc.

(include areas such as medicine, literacy, travel, disease, pollution, etc.)

Recommended for students:
THE CHALLENGE OF A DECADE
(Global Development or Global Breakdown)
from United Nations Centre for Economic and Social Information
UN Plaza, New York

SATURDAY REVIEW
August 7, 1971
contains three reports on global pollution and the UN.

4. List the ways in which nations have been cooperating with each other during the last ten years.

(Cover economic, social, and political areas.)

Recommended for student:
BREAKTHROUGH TO TOMORROW
by Vernon Duckworth Barker
from UN Centre for Economic and Social Information

5. Research and analyze the significance for world peace of the following:

(a) International Geophysical Year (IGY)
(b) International Cooperation Year (ICY)
(c) International Education Year (IEY)
(d) Young World Appeal, Freedom from Hunger Campaign (FAO)
(e) International Mental Health Congress
(f) Projects conducted by UNESCO, WHO, and UNICEF

VI. MAJOR OBJECTIVE: COMPARISON OF THE AIMS AND PURPOSES OF CERTAIN GROUPS AND INSTITUTIONS AND ASSESSMENT OF THEIR EFFECTIVENESS IN WORKING AND EDUCATING FOR PEACE

MAIN CONCEPT: Man's yearning for peace leads him to join with others in the search for it.

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
Some of these organizations have films and other materials available for classroom use. For example, Another Mother for Peace, 407 N. Maple, Beverly Hills, Calif. 90210, has a film entitled YOU DON'T HAVE TO BUY WAR, MRS. SMITH for rental.	1. A. Using the information you have received from the organizations you wrote to previously, report to the class as to: (a) philosophy of the organization (b) aims and goals (c) types of actions engaged in (d) effectiveness of the organization. B. Arrange to have a speaker from the organization speak to the class.
All the materials received from the different organizations should be exhibited in one area of the classroom.	2. Compare and contrast the various organizations reported on as to whether they are: (a) religiously oriented (b) politically oriented (c) socially or educationally oriented (d) one-world oriented (e) combination of the above.
Recommended: PEACE ON EARTH (Encyclical letter by Pope John XXIII) Golden Press, New York	3. "Thou Shall Not Kill" is a concept accepted by all religions. The World Council of Churches in 1948 stated: "War is contrary to the will of God." Other religious groups have stated that the universal church must pronounce a condemnation of war, unqualified and unrestricted. Pope John XXIII stated in PACEM IN TERRIS ideas for peace on earth. In view of your understanding of war and peace, assess the effectiveness of organized religious institutions in educating for peace.

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
	4. A. Read the following quotation: "The American people are not educated to wage peace. We are not prepared — educationally, emotionally, spiritually — for the important job that faces us, which is how to create a lasting design for peace. We haven't been taught the basic principles by which peace can be created; we really haven't been educated to do the most important job in the history of the world." Norman Cousins B. Do you agree or disagree with Mr. Cousins? Why or why not? C. Whose responsibility is it to educate for peace? The family? the school? the church or synagogue? the mass media?
	5. How can international cooperation promote education for peace?
Excellent source: AMERICAN ANTI-WAR MOVEMENTS by Joseph Conli, Glencoe Press, Beverly Hills, California	6. A. Research American anti-war movements throughout our history. B. Which groups were the most effective?
See Appendix	7. A. Research, by profession, organizations working for peace. For example: Business Executives Move for Vietnam Peace 901 N. Howard St., Baltimore, Md. 21201 Teachers Committee for Peace in Vietnam 339 Lafayette St., New York, N.Y. 10012 Scientists? Clergy? B. If possible, have a speaker from the professional organization speak to the class.

VII. MAJOR OBJECTIVE: INVESTIGATION AND EVALUATION OF THE COMMUNICATIONS MEDIA AND THEIR ROLE IN EDUCATING FOR PEACE

MAIN CONCEPT: The media have a tremendous impact on shaping public opinion.

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
Perhaps you can arrange for a pacifist or conscientious objector to speak to the class.	1. General discussion: What part of the culture has influenced you most in your thinking about war and peace? How has this been done? What medium has had the greatest impact on your thinking? Why? What is your understanding of the terms: pacifist, conscientious objector, peace agitator? In what way have the media contributed to your thinking of those terms? Have the media helped the peace movement or hindered it? Are any of the media biased? Defend your answer by citing specifics.
	2. Based on research, generalize as to the role of the media (TV, newspapers, movies, etc.) in shaping public opinion on the following conflicts: (a) Vietnam (b) Nigeria-Biafra (c) Korea (d) World Wars I and II (e) Middle East (f) East and West Pakistan (g) Sudan (h) Others
Review, if necessary, the techniques of propaganda.	3. A. Watch TV news for one week (as many channels as possible) and evaluate and judge the news stories which deal with world conflict in light of the following: (a) manner of presentation (b) use of emotive words (c) impact on yourself (and others).

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
	B. Do the scenes depicted underscore the pointlessness and brutality of war or the glory of war?
There is a book written by Frederick J. Libby entitled TO END WAR Fellowship Publications Box 271, Nyack, N.Y. 10960	4. A. React to the following in writing and then share your views: "There is no question that if the owners and editors and reporters of the press of the world decided to use their powers to establish peace, they could do it." F.J. Libby, American pacifist B. Would Mr. Libby say the same thing about TV?
	5. A. Keep a record for a week of the number of propaganda techniques you are exposed to either overtly or subliminally: (a) Militarism (posters in post offices for armed services, spot announcements on TV for ROTC or volunteer army, songs, etc.) (b) Peace (posters, songs, spot announcements, slogans, etc.) B. Make a judgment as to whether you are more exposed to peace or war propaganda. C. Role-play a TV news announcer and "sell" the ideas of peace while reporting an incident in Vietnam.
Recommended: SONGS FOR PEACE compiled by Student Peace Union (excellent collection of anti-war songs) from Fellowship of Reconciliation Box 271, Nyack, N.Y. 10960	6. A. Bring to class records of peace songs such as "What Have They Done to the Rain?" Joan Baez "Cruel War" and "Where Have All the Flowers Gone?" Peter, Paul, and Mary "Talking W.W. III Blues" and "Masters of War," Bob Dylan "Aquarius," "Give Peace a Chance," etc. B. While enjoying the songs, analyze them for messages. C. Write your own lyrics on peace.

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
POETS FOR PEACE (a galaxy of 18 poets and writers) Fellowship of Reconciliation Box 271, Nyack, N.Y. 10960	7. Listen to the record POETS FOR PEACE and discuss the different poems.
POETRY, USA Scholastic Book Services 902 Sylvan Ave. Englewood Cliffs, N.J. 07632	8. A. Read pages 15-17 of POETRY, USA and analyze different poems on war and peace. B. Are these poems educating <u>for</u> peace?
Another source of poems of war resistance: POEMS OF WAR RESISTANCE by Scott Bates, War Resisters League, 339 Lafayette St., N.Y.C.	9. Write a poem about peace, put it in your PEACE NOTES. Put one copy in a class anthology to be placed in the school library.
Student should survey the school and public libraries.	10. A. Survey the number of books on the subject of peace (fiction and non-fiction) in your library. Survey also the number of books glorifying war. B. Are you satisfied with the peace materials available? Should the class make recommendations to the librarian?
	11. Read the following books and compare and contrast the attitudes of the main characters regarding war and peace; compare and contrast the weapons and brutality of war; compare and contrast the techniques used by the author to communicate his message about war: (a) THE RED BADGE OF COURAGE by Stephen Crane (b) JOHNNY GOT HIS GUN by Dalton Trumbo

NOTES TO TEACHER

ACTIVITIES FOR STUDENT

12. Make a survey of anti-war films being shown in your community.

If you have seen an anti-war movie, share the story and your opinions with the class.

The peace symbol widely used today was designed by Gerald Holtom of Great Britain for the Campaign for Nuclear Disarmament. It represents the semaphore letters "N" and "D" used by ships at sea.

13. A. Collect and research symbols which have been used throughout history that stand for peace.

B. Take a count of the number of people you meet in a week's time who wear a peace symbol.

C. Interview people who wear peace symbols, asking their opinions about peace.

D. Do you wear a peace symbol? Why?

E. Design your own peace symbol.

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14. A. Bring in some anti-war posters.

B. Make your own poster or collage with an anti-war theme.

C. Bring in and share cartoons from the newspaper or magazines with an anti-war theme.

D. Put your favorite cartoons in your PEACE NOTES.

Duplicate the quotations so that each student may have a copy.

Suggest that students read books about the people quoted, or by the people quoted. For example:
JANE ADDAMS ON PEACE AND FREEDOM
by Blanche Cook
Garland Publishing, Inc.
24 W. 45th St., N.Y.C. 10036

15. Throughout history, man has used the power of the written word to communicate his hopes and desires for peace. Read and analyze the following quotations:

A. "I am not one of those who believe that devotion to international aims interferes with love of country any more than devotion to family detracts from good citizenship; rather. . . the duties of family, nation, and humanity are but concentric circles."

Jane Addams

NOTES TO TEACHER

ACTIVITIES FOR STUDENT

B. "We cannot long survive spiritually separate in a world that is geographically together."
Dr. Martin Luther King, Jr.

C. "War is an invention of the human mind. The human mind can invent peace with justice."
Norman Cousins

D. "Our true nationality is mankind."
H. G. Wells

E. "No man is an island entire of itself,
Every man is a piece of the continent
A part of the Main."
John Donne

F. ". . . and they shall beat their swords into plowshares, and their spears into pruning hooks; nation shall not lift up sword against nation, neither shall they learn war any more."
Isaiah, 11:4

G. "It is time for Governments to make a fresh start and lift themselves again to the same high level, if not a higher level, of vision and determination as that of the authors of the Charter. . . . We must pass from words to deeds. We must pass from rights to obligations. We must pass from partial peace to total peace."
U Thant

16. Collect other statements about peace that are of interest to you and share with the class.

VIII. MAJOR OBJECTIVE: INVESTIGATION OF ALTERNATIVES TO WAR AS MEANS OF SETTLING CONFLICT

MAIN CONCEPTS: War need not be the last resort.
A climate of understanding and trust will help insure world peace.

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
	1. Learn the vocabulary of peace: mediation arbitration compromise conciliation negotiation reconciliation alternatives
Source: REDUCING SOCIAL TENSION AND CONFLICT by Rachel DuBois Association Press, N.Y. (simple tested techniques for all kinds of conflict situations)	2. Describe a conflict situation or a potentially explosive situation and resolve it by using some of the techniques available to settle disputes peacefully. For example: (simple) Student accuses another student of spitting in his face. They are ready to exchange blows. What means are available to settle the conflict without violence? (complex) Two nations are disputing boundaries. Both are readying for conflict (armed). What means are available to settle the conflict peacefully?
Sources: VITAL ISSUES "An International Police Force?" #5, from Center for Information on America, Washington, Conn. 06793 DIPLOMACY AND INTERNATIONAL LAW (AEP publications)	3. Investigate the feasibility of: A. Creating a world agency consisting of an ombudsman from each nation who would be empowered to have the final say in international disputes. How realistic would such an agency be? How would this type of agency compare with the International Court of Justice (World Court)? B. An International Police Force.

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
Have the students examine the book: THE FAMILY OF MAN, pub. for the Museum of Modern Art, N.Y., 1955 (collection of photos from 68 countries). Have students write to various embassies for information about the countries they will research.	4. In his last address, which he did not live to speak, Franklin D. Roosevelt wrote these words: "We are faced with the pre-eminent fact that if civilization is to survive, we must cultivate the science of human relationship — the ability of peoples of all kinds to live together and work together in the same world, at peace." Discuss: How important is it to understand the cultures of other peoples — how they live and work together? How does one get to know about and understand other cultures?
There is a multi-media kit available entitled: MAN: A CROSS-CULTURAL APPROACH from Educational Resources, Box 103, South Orange, N.J. which could be used here together with assorted AEP booklets on different countries of the world.	5. Select a country in the world you are interested in and research its culture. Has your research helped you to understand better the people of a different culture?
The United Nations puts out several cookbooks containing favorite international dishes. Also THE AMERICAN FRIENDS SERVICE COMMITTEE has a fine cookbook entitled: MENUS FROM MANY LANDS (see Appendix for address).	6. Plan an International Day at your school, with committees in charge of: (a) food (b) music and dance (c) folk costumes (d) decorations

NOTES TO TEACHER

ACTIVITIES FOR STUDENT

7. A. Assuming that the major world governments adopt a system of national service in place of the draft (armed services), what projects could these nations develop to work for peace

List your ideas and share with class.

B. Should service to a country be voluntary or compulsory? (Does your answer depend on what type of service is called for?)

C. Research and discuss constitutionality of the draft.

D. Will an all-volunteer army change anything?

8. Take a poll in your school and in your neighborhood to determine opinions concerning:
(a) World Government
(b) World Police Force
(c) Secretary for Peace (U. S. A.)
(d) World Court (International Court of Justice)
(e) International Ombudsman
(f) Membership in UN for every nation in the world

You may want to tape the article IS ANYBODY FOR PEACE?, which is in the SATURDAY REVIEW, August 7, 1971

9. After listening to the teacher read IS ANYBODY FOR PEACE?, give your candid opinion on the question.

Fellowship of Reconciliation has a charming poster on this for $1.75 (see Appendix for address).

10. A. React to the slogan: SUPPOSE THEY GAVE A WAR AND NOBODY CAME?

B. Discuss: Will all wars stop if men refuse to fight?

C. Bring in articles by men who have refused to fight and discuss their reasons for refusing to engage in warfare.

NOTES TO TEACHER

ACTIVITIES FOR STUDENT

11. List methods available and techniques that could be used to settle potentially explosive situations before the "bullets fly."

12. A. What is your reaction to the following quotations:

". . . There will be peace in the world only when there are equality and security everywhere for all human beings. These peace plans upon which men consume their days and brains are useless . . . to work for peace as though it were a thing in itself with no relation to causes, is the crowning folly of our foolish age."
Pearl S. Buck

"War is an invention of the human mind. The human mind can invent peace with justice."
Norman Cousins

B. Write an essay focusing on the following:
"Does man have to accept the inevitability of war as long as the causes and reasons for war exist?"
OR
"Can people reject the idea of war as an invention of the mind and accept peaceful methods of settling disputes as they work for the elimination of poverty, ignorance, disease, fear, and other reasons for war?"

IX. MAJOR OBJECTIVE: WAYS IN WHICH AN INDIVIDUAL CAN PARTICIPATE IN THE QUEST FOR PEACE

MAIN CONCEPTS: Peace begins in the hearts and minds of individuals.
Individuals work for peace in different ways.

NOTES TO TEACHER

Pamphlets are available on many of the listed "peace" people from Brooklyn College, Brooklyn, N.Y. — "(name of individual) SPEAKS" is the title of each pamphlet, e.g., JANE ADDAMS SPEAKS.

ACTIVITIES FOR STUDENT

1. A. Throughout history there have been courageous spokesmen for peace. For any five of the following, say how they lived and how they helped promote peace or understanding:

Jane Addams	Thomas Paine
Aristophanes	Linus Pauling
Joan Baez	William Penn
Emily Greene Balch	Margaret Rockwell
Mary McCleod Bethune	Bertrand Russell
Shirley Chisholm	Albert Schweitzer
Frederick Douglass	Benjamin Spock
Albert Einstein	Harriet Beecher Stowe
Daniel Ellsberg	U Thant
George Fox	Ts'ao Sung
Mahatma Gandhi	Norman Thomas
Dag Hammarskjold	Henry Thoreau
Victor Hugo	Sojourner Truth
Jesus	Harriet Tubman
Martin Luther King, Jr.	Mark Twain
Kaethe Kollwitz	Leo Tolstoy
Emma Lazarus	Wendell Wilkie
A.J. Muste	Woodrow Wilson
Wilfred Owen	

B. Role-play an individual spokesman for peace, or read excerpts of his work relating to peace. (This is your life type of presentation could be used.)

C. How effective were these spokesmen for peace?

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
Students should be encouraged to read books about "peace agitators." See bibliography for some suggestions.	2. A. Identify the outstanding spokesmen for peace in the world today. B. Are their messages for peace finding more acceptance today than ten years ago? Why or why not? C. Are the messages and the methods used today similar to those used throughout history?
	3. Indicate what each of the following did for peace: Mrs. Eleanor Roosevelt Dag Hammarskjold Adlai Stevenson Bernard A. Baruch Ralph Bunche Prime Minister Nehru Arthur J. Goldberg Pope Paul VI Emperor Haile Selassie
	4. Thoreau once said: "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer." A. Investigate and assess the types of actions engaged in by the following individuals: (a) Albert Bigelow, American Friends Service Committee, sailed into Pacific bomb-test area. (b) Dr. Benjamin Spock, pediatrician and famous author, counseled resistance to draft. (c) Rev. William Sloane Coffin, Jr., counseled draft resistance. (d) The Berrigan brothers and Sister McAlister burned draft records. (e) Joan Baez withheld taxes used for war. (f) Scott Herrick, American Friends Service Committee, exchanged children's art with children of Cuba; walked from San Francisco to Moscow; boarded a Polaris submarine.

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
	(g) Jane Fonda presented anti-war shows to servicemen. (h) Students and Buddhist monks set fire to themselves as a war protest. (i) Dick Gregory said he would fast until peace came in Vietnam. B. How effective are the above actions in working for peace? C. Can you suggest other kinds of non-violent actions which would build people's consciousness of peace?
Excellent source: CHAMPIONS OF PEACE by Edith Patterson Meyer Little, Brown (skillful portrait sketches of Nobel Peace Prize winners)	5. A. Research the history of the Nobel Peace Prize. B. Select one of the prize winners and dramatize the life and works of the recipient. C. Put your program on for other classes.
The film, NOW THE PEACE (summary of the UN program for world security and the part the individual can play in maintaining world peace), can be obtained from Princeton Film Center.	6. View the film, NOW THE PEACE. Discuss the role the individual can play in maintaining world peace.
	7. A. List activities you can engage in that would help in the struggle for peace. B. Set aside your list and check <u>yes</u> or <u>no</u> after the activities on the questionnaire the teacher gives you — <u>yes</u> for those you believe you can engage in to help bring about peace, <u>no</u> for those you think would not work.

NOTES TO TEACHER

ACTIVITIES FOR STUDENT

Type of Activity	Yes	No
(a) Buy toys of violence.		
(b) Urge others not to buy war toys.		
(c) Form or join a peace club.		
(d) Write to students in other nations.		
(e) Go out "trick or treating" for UNICEF.		
(f) Put on a program about peace.		
(g) Arrange interviews with peace speakers.		
(h) Join the FAO "Freedom from Hunger" campaign.		
(i) Send away for peace literature and distribute to friends.		
(j) Attend a special session of the UN.		
(k) Write letters to senators, representatives, president, newspapers, etc., for the establishment of a Department of Peace. Ask for copies of the Congressional Record containing peace speeches.		
(l) Write to a pen pal in another country.		
(m) Learn about other cultures.		
(n) Draw peace posters and display them.		
(o) Write peace poems and send to magazines and newspapers.		
(p) Volunteer some of your time to help local peace organizations.		
(q) Urge school to have a local poster or essay contest on the theme of peace.		
(r) Urge school librarian to order more books and materials on peace.		
(s) Be a host family to newly-arrived students from foreign nations.		

NOTES TO TEACHER

ACTIVITIES FOR STUDENT

Type of Activity	Yes	No
(t) Be an exchange student.		
(u) Engage in public protest such as marching for peace, silent vigils, etc.		
(v) Distribute petitions urging the end to the war.		
(w) Have a "Peace Teach-in."		
(x) Arrange a "Day of Peace" in your classroom (songs, poetry, skits, etc.).		
(y) Call a disc jockey and ask him to devote part of the program to peace songs.		
(z) Ask your mayor to proclaim a "Day of Peace."		
(aa) Subscribe to peace letters and magazines.		
(bb) Be well-informed about world issues that concern peace.		
(cc) Work at being a better human being.		
(dd) Learn to be more compassionate and understanding of others.		
(ee) Start a "chain letter" for peace.		

C. Compare your first list with the questionnaire you just completed.

D. How many of the "yes" activities have you engaged in?

E. Which ones do you plan to engage in in the future?

NOTES TO TEACHER

ACTIVITIES FOR STUDENT

8. A. Based on the knowledge you have gained in your study of peace, how far would you want your country to go in the search for world peace?

Which of the following do you believe your government should support to reduce the risk of future nuclear war:

Actions	Yes	No
(a) Instigate democratic reforms in other nations.		
(b) Share nuclear weapons with more nations.		
(c) Reduce all weapons, nuclear ones included.		
(d) Pledge never to use nuclear weapons except in retaliation.		
(e) Support UN military forces under the direction of the General Assembly.		
(f) Join a union of big powers to defend others.		
(g) Build a greater stockpile of weapons.		
(h) Make a concerted effort to reduce poverty and disease throughout the world.		
(i) Put more trust and reliance on the UN and the International Court of Justice to settle disputes.		
(j) Unite with other nations to attack the problems of air and water pollution, illiteracy, etc.		
(k) Ban all materials used for nuclear weapons.		
(l) Disarm unilaterally.		
(m) Insist on compulsory education in all the schools for the idea of "One World."		
(n) Engage in extensive cultural exchange programs.		
(o) Engage in extensive scientific exchange programs.		
(p) Share surplus foods on a non-profit basis to nations in need.		
(q) Press for an international law forbidding the production and sale of weapons for war.		
(r) Others.		

NOTES TO TEACHER	ACTIVITIES FOR STUDENT
	8. B. Have any of your ideas about your nation's sovereignty changed since you began your study on PEACE?
	9. Recently a diverse cross-section of American young people united to work for new social, economic, and international goals which include "Peace on Earth." Since the famous rock festival held by these young people, they have come to refer to themselves as the WOODSTOCK NATION. Investigate the WOODSTOCK NATION, its formula or philosophy for individual actions that could help achieve peace.
The teacher may want to reproduce some of the best PEACE NOTES that the students have put together and distribute or place them in the school library.	10. A. Listen to the song, LET THERE BE PEACE ON EARTH AND LET IT BEGIN WITH ME. B. Since peace begins with the individual, how do you think you can make that individual be you?

APPENDIX
ORGANIZATIONS EDUCATING AND WORKING FOR PEACE

American Field Services
313 E. 43rd Street
New York, N.Y.

American Friends Service Committee
160 North 15th Street
Philadelphia, Pa. 19102

Another Mother for Peace
407 North Maple
Beverly Hills, Cal. 90210

Business Executives Move for Peace
901 N. Howard Street
Baltimore, Md. 21201

Canadian Peace Research Institute
25 Dundana Avenue
Dundas, Ontario, Canada

Carnegie Endowment for International Peace
United Nations Plaza at 46th St.
New York, N.Y. 10017

Catholic Peace Fellowship
339 Lafayette Street
New York, N.Y.

Center for Teaching About Peace and War
Wayne State University
Detroit, Mich. 48202

Central Committee for Conscientious Objectors
2016 Walnut Street
Philadelphia, Pa. 19103

Children's Plea for Peace
World Affairs Center
University of Minnesota
Minneapolis, Minn.

Clergy and Laymen Concerned About Vietnam
475 Riverside Drive
New York, N.Y.

Committee for Non-Violent Action
339 Lafayette Street
New York, N.Y.

Council on International Educational Exchange
777 United Nations Plaza
New York, N.Y. 10017

Experiment in International Living
Putney, Vermont

Fellowship of Reconciliation
Box 271
Nyack, N.Y. 10960

Friends Committee on National Legislation
245 Second Street, N.E.
Washington, D.C.

Institute for International Order
11 West 42nd Street
New York, N.Y. 10036

International Walk for Development
1717 H Street, N.W.
Washington, D.C. 20006

Jane Addams Peace Association
345 East 46th Street
New York, N.Y. 10017

Jewish Peace Fellowship
Box 270
Nyack, N.Y. 10960

Mennonite Central Committee
21 South Twelfth Street
Akron, Pa.

National Council for Community Service to International Visitors
1630 Crescent Place, N.W.
Washington, D.C.

National Inter-Religious Service Board for Conscientious Objectors
550 Washington Bldg.
15th and New York Ave., N.W.
Washington, D.C.

National SANE
318 Massachusetts Ave., N.E.
Washington, D.C. 20002

Peace Corps
Washington, D.C. 20525

People to People Health Foundation, Inc
Washington, D.C.

People to People International
2201 Grand Avenue
Kansas City, Mo. 64108

Promoting Enduring Peace, Inc.
P. O. Box 103
Woodmont, Conn. 06460

Society for Social Responsibility
in Science
221 Rock Hill Road
Bala Cynwyd, Pa. 19004

UNA-USA
833 United Nations Plaza
New York, N. Y. 10017

U. S. Mission to the UN
799 United Nations Plaza
New York, N. Y. 10017

War Resisters League
339 Lafayette Street
New York, N. Y.

Women's International League for
Peace and Freedom
1213 Race Street
Philadelphia, Pa. 19107

Women's Int'l League for Peace
and Freedom, Legislative Office
120 Maryland Avenue, N. E.
Washington, D. C. 20002

Women's Strike for Peace
657 W. 125th Street
New York, N. Y. 10027

World Federalists, USA
2029 K Street, N. W.
Washington, D. C. 20006

World Law Fund
11 West 42nd Street
New York, N. Y. 10036

World Pen Pals
World Affairs Center
University of Minnesota
Minneapolis, Minn. 55455

FILMS

CCM FILMS, 866 Third Ave. N.Y.

WAR -- 22 min.
WAR GAMES -- 19 min.
TIME OF THE LOCUST -- 12 min.
H-BOMB OVER US -- 10 min.
1,000 CRANES: THE CHILDREN OF HIROSHIMA -- 24 min.
THE MAGICIAN -- 12 min
TWO CASTLES

QED PRODUCTIONS INC.
21 W. 46th St., N.Y.

A MATTER OF CONSCIENCE
(Story of two draft resisters)

CONTEMPORARY FILMS
330 W. 42nd St., N.Y.

WHAT RIGHT HAS A CHILD?
15 min., color
TOYS

BRANDON FILMS, 221 W. 57th St., N.Y.

WORLD WITHOUT END -- 45 min.
CHILDREN OF HIROSHIMA -- 93 min.
THE CRANES ARE FLYING -- 94 min.
THE HOLE -- 15 min.
TOYS ON A FIELD OF BLUE -- 20 min.
VARIATIONS ON A THEME -- 11 min.
THE WAR LOVER -- 105 min.
THE MOUSE THAT ROARED -- 83 min.

FILM ASSOCIATES, 45 W. 45th St., N.Y.

THE FENCE (no narration) -- 7 min.

PYRAMID FILMS, Box 1048, 317 Georgina Ave.,

TWO CASTLES (cartoon) -- 3 min.
THE PISTOL -- 10 min.

GROVE PRESS FILM LIBRARY, 85 Bleeker St., N.Y

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TRIAL AT NUREMBER

TIME-LIFE FILMS INC., 43 W. 16th St., N.Y.

A PLAGUE ON YOUR CHILDREN (chemical and
ANTI-WAR PROTEST
UNITING THE UNITED NATIONS -- 20 min.
VIETNAM — JOURNAL OF A WAR -- 52 min.

NATIONAL FILM BOARD OF CANADA, 680 5th Ave

NEIGHBORS -- 9 min. (parable of two men wh
other over possession of a flower that grows
property line)

ANOTHER MOTHER FOR PEACE, 407 N. Maple Dr

YOU DON'T HAVE TO BUY WAR, MRS. SMITH

McGRAW-HILL FILMS, 330 W. 42nd St., N.Y.

THE HAT -- 18 min. (color, animated)

AMERICAN FRIENDS SERVICE COMMITTEE, 160 N

ONCE UPON A WAR

FILMS

PYRAMID FILMS, Box 1048, 317 Georgina Ave., Santa Monica, Cal. 90406

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NATIONAL FILM BOARD OF CANADA, 680 5th Ave., N.Y.

NEIGHBORS -- 9 min. (parable of two men who destroy each other over possession of a flower that grows one day on their property line)

ANOTHER MOTHER FOR PEACE, 407 N. Maple Drive, Beverly Hills, Cal.

YOU DON'T HAVE TO BUY WAR, MRS. SMITH

McGRAW-HILL FILMS, 330 W. 42nd St., N.Y.

THE HAT -- 18 min. (color, animated)

AMERICAN FRIENDS SERVICE COMMITTEE, 160 N. 15th St., Phila., Pa.

ONCE UPON A WAR

PRINCETON FILM CENTER, Box 431, Princeton, N.J. 08540

THE PALE HORSEMAN (what happens to civilians caught in the fury of modern warfare)
BROTHERHOOD OF MAN -- 10 min.
BOUNDARY LINES -- 10 min. (People must learn to live in harmony if they are to survive.)

DEPT. OF INSTRUCTION, U. OF PENNA., Phila., Pa.

THE WARLESS WORLD

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